Promise Neighborhoods Pre-Award Webinar #1: General Overview

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NOTE: The recording and transcription of the 'General Overview' webinar begins on Slide 9. For Slides 1-8, we have provided talking points below in blue font.

SLIDE 1: Welcome.

SLIDE 2: The purpose of today's webinar is to review and discuss the Promise Neighborhoods Notice Inviting Applications, including eligibility and other program requirements, priorities and selection criteria. We'll also review the grant peer review process and application submission processes.

SLIDE 3: We have allotted time after each speaker for Q&A throughout this webinar. Participants should submit their questions via the webinar chat feature on the right hand side of the screen.

Please only submit questions relevant to the topic being addressed by the current speaker. Due to time constraints, we may not be able to answer all questions received. Additionally, we are not able to address questions about the eligibility of a specific entity; questions about the competitiveness of a specific entity or project design; nor are we able to provide a substantive explanation of the rationale behind the inclusion or exclusion of specific items in the Promise Neighborhoods NIA beyond what is in the Federal Register notice.

If your question is not addressed, you can submit it to promiseneighborhoods@ed.gov. While we cannot respond to each inquiry with an individual response, we will regularly post answers to the most frequently asked questions on our website.

SLIDE 4: The Promise Neighborhoods initiative is a discretionary program that is carried out under the legislative authority of the Fund for the Improvement of Education (FIE) as amended by the No Child Left Behind Act of 2001. The Fund for the Improvement of Education supports nationally significant programs to improve the quality of elementary and secondary education

at the State and local levels and to help all children meet challenging State academic content and student academic achievement standards.

On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), which reauthorized the ESEA. Please note that beginning in FY 2017, the reauthorized PN under ESSA will serve as the statutory authority for future Promise Neighborhoods competitions. That means, that this year's competition in 2016 is governed by the old program as carried out under the legislative authority of the Fund for the Improvement of Education as amended by NCLB.

SLIDE 5: The vision for the Promise Neighborhoods program is that all children and youth living in distressed communities have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. A Promise Neighborhood is both a place and a strategy.

The purpose of the program is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities and to transform those communities by--
(1) Identifying and increasing the capacity of eligible organizations;
(2) Building a complete continuum of cradle-through- college-to-career solutions of both education programs and family and community supports;
(3) Integrating programs and breaking down agency "silos" so that solutions are implemented effectively and efficiently across agencies;
(4) Developing the local infrastructure of systems and resources needed to develop, implement, and sustain effective interventions across the broader region beyond the initial neighborhood; and
(5) Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

SLIDE 6: A Promise Neighborhood strategy addresses the complex, interconnected issues in distressed communities. The theory of change focuses on placing great schools at the center of neighborhood revitalization efforts. After segmenting the needs of the families and children living in these distressed communities, when effective family community supports are combined with strong academic experiences targeted towards those with the greatest needs, and entire community is strengthened. Our expectation is that over time, a greater proportion of neighborhood will receive these supports, resulting in transformed communities where children are prepared for success in college and career.

SLIDE 7: The Promise Neighborhoods theory of action calls for community stakeholders to do business differently. It requires all stakeholder groups to work across sectors and organizations. It requires stakeholders to focus on "what works" to achieve a common set of results for children and youth. Promise Neighborhoods are led by organizations that work to ensure that

all children and youth in the target geographic area have access to services that lead to improved educational and developmental outcomes from cradle-to career; are based on the best available evidence and designed to learn about the impact of approaches, for which there is less evidence; are linked and integrated seamlessly; and include education programs as well as programs that provide family and community supports. Promise Neighborhoods enable children and youth within targeted distressed communities to participate in the full range of cradle-to career supports that are necessary for them to realize their potential.

SLIDE 8: Since 2010 the Department has funded 58 Promise Neighborhoods communities – including 46 planning and 12 implementation sites totaling nearly $300million. While this is just an estimate, in 2016 we plan to award 5-7 implementation grants totaling nearly $30million. Please note that the maximum annual award amount is $6million for a cumulative max award amount of $30million over 5 years. Based on previous award cycles, the average size of the awards have been roughly $5million annually.

ANNA HINTON: [In progress]—as well as the webinar focused on the selection criteria and other requirement.

This next slide highlights important dates, including the dates for all of the webinars that I just mentioned. The important dates that I would like to flag for you at this point, the Intent to Apply deadline is August 11. Again, it's not required that you submit your Intent to Apply; however, it does allow the program office an opportunity to better prepare for the peer review in the sense that it will have a gauge or will be able to estimate how many applications we anticipate.

The webinar series; these are the dates that we have confirmed for our webinar series. Again, we have asked experts both internal to the department as well as external to service presenters on these webinar series. So we will have representation from IES as well as our technical assistant providers serving as presenters for the subsequent webinars.

Our application deadline is September 6th, 2016. I'd encourage you to please get started with ensuring that you are properly registered in Grants.gov immediately and to also not wait until the last minute to upload your application. You may think that you are uploading your application 30 minutes before the deadline; however, depending on the number of other applications that are also closing around the same time, as well as the number of applicants, trying to submit their proposals at that same time, it may actually take your application a lot longer than 30 minutes to upload resulting in you missing the deadline. So, again, we do encourage applicants to not wait until the last day to submit their proposal.

And, finally, we do anticipate making awards no later than December 31st of this year.

So, with that, I would turn it over to our program attorney, Ron Petracca, to talk about eligibility and other program requirements.

RON PETRACCA: Well, thank you, Anna. We can now move to the eligibility requirements, and let's go to our first slide that deals with this issue in detail. In order for an applicant to be eligible for the Promise Neighborhoods grant, the applicant must meet four requirements. The application must be representative of the geographic area proposed to be served. The applicant must also be a nonprofit organization, institution of higher education, or Indian Tribe. The applicant must currently provide at least one of the proposed solutions from the applicant's proposed continuum of solutions in the geographic area proposed to be served, and finally, the applicant must operate or propose to work with and involve in carrying out its proposed project in coordination with the school's LEA, at least one public elementary or secondary school that is located within the identified geographic area that the grant will serve.

Let's take a look at our next slide that will begin to explain some of these concepts in greater depth. Representative of the geographic area proposed to be served means that the residents of the geographic area proposed to be served have an active role in the decision-making and at least one-third of the eligible entity's governing board or advisory board is made up of, one, residents who live in the geographic area proposed to be served, which may include residents who are representative of the ethnic and racial composition of the neighborhood's residents and the languages they speak; two, residents of the city or county in which the neighborhood is located but who live outside the geographic area proposed to be served and who are low-income, which means earning less than 80 percent of the area's median income as published by the Department of Housing and Urban Development; three, public officials, which is defined in this notice inviting applications, who serve the geographic area proposed to be served, although not more than one-third of the governing board or advisory board may be made up of public officials; or four, some combination of individuals from the three groups listed in paragraphs (1), (2), and (3) of this definition.

Now let's move to the next slide, and we'll find out more about the eligibility requirements. For the purposes of this grant, a nonprofit that meets the following are eligible: a nonprofit that meets the definition of nonprofit under 34 CFR 77.1(c), which may include a faith-based organization; an institution of higher education as defined by section 101(a) of the Higher Education Act of 1965; and an Indian tribe, which means any Indian or Alaska Native tribe, band, nation, pueblo, village, or community that the Secretary of the Interior acknowledges to exist as an Indian tribe, or any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The term "Indian" means a member of an Indian tribe.

So let's take a look at the next slide. An eligible organization must indicate whether they are applying under Absolute Priority 1, Absolute Priority 2, or Absolute Priority 3.

Under Absolute Priority 1, an applicant must submit a plan to create a Promise Neighborhood. The plan must describe the need in the neighborhood, a strategy to build a continuum of solutions, and the applicant's capacity to achieve results. Specific details applicable to Absolute Priority 1 are covered under the Priorities and Evidence section of this presentation and the Notice Inviting Applications.

Under Absolute Priority 2, an applicant must propose to implement a Promise Neighborhood strategy that meets all of the requirements in Absolute Priority 1 and, two, serves one or more rural communities only.

Under Absolute Priority 3, an applicant must propose to implement a Promise Neighborhood strategy that, one, meets all of the requirements in Absolute Priority 1 and, two, serves one or more Indian tribes.

Let's take a look at the next slide, where we learn more about what it means to be a rural community. For the purpose of this grant, a rural community means a neighborhood that is served by a local educational agency that is currently eligible under the Small Rural School Achievement program or the Rural and Low-Income School program authorized under Title IV, Part B of the ESEA. Applicants may determine whether a particular LEA is eligible for these programs by referring to information at the Department's websites. Those websites are noted on this slide of this presentation.

Let's take a look at the next slide that discusses Indian tribes. As previously stated, an Indian tribe means any Indian or Alaska Native tribe, band, nation, pueblo, village or community that the Secretary of the Interior acknowledges to exist as an Indian tribe or any Alaska Native village or regional or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act. That is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The term "Indian" means a member of an Indian tribe.

Now let's move to the next slide, where we learn about the matching requirement. To be eligible for a grant under this competition, an applicant must demonstrate that it has established a commitment from one or more entities in the public or private sector, which may include Federal, State, and local public agencies; philanthropic organizations; private businesses; or individuals to provide matching funds for the implementation process.

An applicant must obtain matching funds or in-kind contributions equal to at least 100 percent of its grant, except that an applicant proposing a project that meets Absolute Priority 2—Promise Neighborhoods in Rural Communities—or Absolute Priority 3—Promise Neighborhoods in Tribal Communities—must obtain matching funds or in-kind donations equal to at least 50 percent of the grant award.

Eligible sources of matching include sources of funds used to pay for solutions within the continuum of solutions, such as Head Start programs, initiatives supported by the local educational agency, or public health services for children in the neighborhood. At least 10 percent of an implementation applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations, private businesses, or individuals.

Let's move to the next slide, which provides more information on the matching requirements. Applicants must demonstrate a commitment of matching funds in the applications. The applicants must specify the source of the funds or contributions and in the case of a third-party in-kind contribution, a description of how the value was determined for the donated or contributed goods or service.

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Applicants must demonstrate the match commitment by including letters in their applications explaining the type and quality of the match commitment with original signatures from the executives of organizations or agencies providing the match. The Secretary may consider decreasing the matching requirement in the most exceptional circumstances on a case-by-case basis.

An applicant that is unable to meet the matching requirement must include in its application a request to the Secretary to reduce the matching requirement, including the amount of the requested reduction, the total remaining match contribution, and a statement of the basis for the request. An applicant should review the Department's cost-sharing and matching regulations, which include specific limitations in 2 CFR 200.306 and the cost principles regarding donations, capital assets, depreciations and allowable costs set out in subpart E of 2 CFR part 200.

And now we move to the next slide, and I'm going to turn it back over to Anna who will help us transition into our first question-and-answer period.

ANNA HINTON: So, at this time, we ask that you submit any questions that you have.

ADRIENNE HAWKINS: Thank you, Anna. We have a few questions that are here, and unfortunately, we will not be able to get to all of our questions. But all of the questions will be answered via the FAQ, which is on the Promise Neighborhoods website, or you can submit it to the Promise Neighborhoods e-mail address.

So, Anna, what is an LEA?

ANNA HINTON: So an LEA is a local educational agency of school district.

ADRIENNE HAWKINS: Thank you. And will these slides be available after the webinar?

ANNA HINTON: Yes. The slides will be available after the webinar. We will post the slides close to the Department program website as well as the Promise Neighborhoods Training and Technical Assistance intra-website. And we will have a slide at the end of the presentation with a link to all of these websites that we're throwing out.

ADRIENNE HAWKINS: Thank you.

ANNA HINTON: Thank you. So we are going to toss it over to Elson, so he can start the priorities, and any additional questions that you all have while he's giving his presentation, please feel free to send it over to him. Thank you.

ELSON NASH: Good afternoon, everyone. We'll go to the next slide, and so the section that I am covering will include the priorities, the Absolute Priorities, which are the required priorities, and the Competitive Preference Priorities, which are the optional priorities that one can apply for if they are seeking additional points.

And so, once again, there are three absolute priorities for this notice. Ron Petracca, our attorney, went over many of these Absolute Priorities, but once again, Absolute Priority 1 is the submission of the Promise Neighborhoods Plan. Absolute Priority 2 is, of course, the implementation of the plan in rural communities, and Absolute Priority 3 is the implementation of the Promise Neighborhoods in tribal community.

So, under Absolute Priority 1, which is the submission of the Promise Neighborhoods Plan, there are five requirements. Those five are describing the neighborhood characteristics and need; describing how you will build and implement the cradle-to-career continuum; describe how data was used to produce the plan and how data will be used for program reporting; four, describe the roles, experience, and organizational capacity of the primary organizations involved, including the backbone organizations; and five, which is something that we will continue to work on, was a challenge for us the last go-around, is this whole notion of developing a national evaluation and the need for each of the grantees to commit to working with the national evaluator.

Let's go to the next slide. So under the first requirement, as I alluded to earlier, there are the five components of Absolute Priority 1. Under the first one, you should describe your geographically defined footprint and the level of need based on the indicators of need. You can propose to serve multiple, non-contiguous geographic areas, but you must explain your rationale for doing it in this way. So, once again, this is what we call the footprint, and of course, this is the area that you will be targeting and considering as your Promise Neighborhood.

Let's go to the next slide. Under Requirement 2, building a cradle-to-career continuum, the applicant must explain how they will build the continuum of solutions over time that addresses the challenges identified through the needs assessment and segmentation analysis. So you will continue to hear us talk about the needs assessment and segmentation analysis because it is actually one of the most important aspects of this work. This is where you will have—or you should have had the opportunity to understand the needs of the community, and then what's probably even equally important is how you target, how you segment the individuals for the services that you will be delivering. And so, as a part of that, that strategy, you must describe the community support for and involvement with the development of the plan. So, once again, this idea of having a needs assessment and also a segmentation analysis is critical, and then the notion of the involvement of the community in the development of this is critical to what a Promise Neighborhood does.

Next slide. So what I went over before, once again, it was the continuum of solutions, K through 12, through college and career, so literally cradle to career, along with community support, but probably what is also equally important is understanding how these solutions were developed. The strategy for addressing these challenges must be based on best available evidence, strong or moderate, that is designed to significantly improve educational outcomes and well-being of children and youth in the neighborhood. This is one aspect of the work, once again, that we think we really wanted to focus on this time around. During our last competition and even with our previous—our grantees, we really looked at this notion of evidence much later in the cycle. We want to make sure that we look at it literally from the application on, and so it's critically important for you to think about this notion of best available evidence, strong or moderate. You will have an opportunity to hear more about the evidence requirement in our last webinar on July 28th, but I wanted to highlight this because this is something that is different from previous applications. And it's really something that you should consider developing as you're developing your cradle-to-career continuum.

Next slide. Once again, the strategy must be designed to address three distinct populations of students. Once again, the reason that we're talking about this, because there are students that are within the neighborhood, in the schools. There are young people who do not attend the target school but live in the neighborhood, and then last but not least, there are young people not living in the neighborhood who attend the target school. So the idea that children in the neighborhood and that your strategy should over time increase the proportion of children and youth who attend the target school and making sure that they have access to the complete continuum; over time, a greater proportion of children and youth who do not attend the target school have access to solutions within the continuum—once again, these are children that live in the footprint but do not attend the school—and then last but not least, ensuring that over time, students not living in the neighborhood but who attend the school have access to solutions within the continuum.

Next slide. So one other piece that we believe is critically important—earlier you saw the theory of change, theory of action, and part of what we look at with Promise Neighborhoods is ability to drive results, ability to improve systems, and the ability to leverage resources. And so, within this application, the applicant must take into consideration the results framework, which focuses on improving people, systems, and leveraging resources.

Next slide. So, once again, as I alluded to earlier, the notion of using results to drive all of the interventions within the continuum of solutions, the applicant driving the results must consider the indicators described in Table 1. This strategy must include clear, measurable, annual goals during the grant period and include each solution that the project will implement within the continuum, so, once again, this idea of using the indicator to drive results, once again, having ambitious education reforms that are linked to the outcomes and the indicators that you are considering.

And then, for the next slide, those schools that you should be working on are schools that are low-performing schools. The strategy must include ambitious, once again, and comprehensive interventions which may include one of the turnaround models. In addition, the strategy must include an intervention that addresses the effectiveness of teachers and leaders and the school's use of time and resources.

So here is an important point for you to consider, and it's something that we also looked at over the course of our current grant. And this whole notion of interventions that address in-school time, we have a number of—we've seen a number of interventions that were out-of-school time, but the idea of being able to address professional development, perhaps looking at ways to do things such as looking at the operation for school leadership, these are things that we hope our applicants are able to do. So, once again, yes, we understand that there are ambitious, rigorous, comprehensive interventions that perhaps could address or use one of the four intervention models, but the idea of also looking at resources to address the effectiveness in teachers and leaders within the school is also equally important. And then last but not least, the applicant is not required to propose a new reform strategy in the place of an existing strategy in order to be eligible for a Promise Neighborhoods implementation grant.

Next slide. So, as I alluded to earlier, as part of the intervention, the public schools served through this grant may include persistently lowest achieving schools or low-performing schools. You should consult your State department of education for the list of these schools; however, most of you that work closely with the school system will probably already know the status of the school. An applicant can include effective schools as a part of the application only if it also serves a persistently lowest-achieving or low-performing school.

As I alluded to earlier, the persistently lowest-achieving school and low-performing school, one can take into account the school turnaround models, as I alluded to earlier. In addition, as you look at the effective schools, providing the academic programs in a manner that significantly enhances and expands those current efforts should improve the academic outcomes.

Next slide. And so once again, your strategy must include programs that prepare students to be college- and career-ready, and the strategy must include supports for family and community.

Next slide. Under the family and community supports, the applicant must describe how they will leverage existing neighborhood assets, public/private investments, and high-quality programs into the continuum. In addition, the applicant will include information on the evidence supporting each proposed solution.

Next slide. As I alluded to earlier, the evidence for each proposed solution should be best available evidence, where available, strong, or moderate. In addition, the other key categories that one must consider are the timing of the implementation, the partners responsible, the estimated per-child cost including administrative cost to implement each solution, the estimated number of children by age in the neighborhood who will be served by the solution, the percentage of children involved, and how the segmentation analysis was used to target the children and youth to be served. In addition, one must consider the source of funds that will be used to pay for each solution.

In the description of the estimated number of children served, the applicant must include, once again, the percentage of all children of the same age group within the neighborhood proposed to be served for each solution and the annual goals required to increase the proportion of children served to reach scale over time. Now, this is an important point, and the way, of course, you will be able to get all this information, as I alluded to earlier, is that whole notion of the segmentation analysis. With the segmentation analysis, you have the ability to target those resources and to understand the number of children involved in the initiative.

Next slide. In addition to the other elements, the applicant must describe how it will establish both short-term and long-term goals to measure progress related to improving systems and leveraging resources. For example, an applicant could establish goals to create a cross-sector collaboration at the city level to break down municipal agency silos and partner with local philanthropic organizations to drive achievement of a set of results. Once again, this example was in the notice. There is another example as well, but this is one way that one can establish those goals and also to show how they will do it.

Let's go to the next slide. So, under Requirement 3, an applicant must explain how they conducted the needs assessment and segmentation analysis to determine the children with the highest need and how they will ensure these children receive the appropriate services from the continuum. I know I sound like a broken record, and I've gone over this several times, but this is one of the most important aspects of the applications, once again, the needs assessment and the segment analysis.

In addition, the applicant should describe the educational and family/community support indicators used to conduct the needs assessment.

Next slide. So whether or not an applicant previously received a Promise Neighborhoods planning grant, the applicant must describe in the application the collected data for the educational

indicators listed in Table 1 and used them as both program and project indicators; the collected data for the family and community support indicators in Table 2 and how you used them for program indicators; and then, lastly, the collected data for any unique family and community support indicators developed by the applicant that align with the project goals and objectives used as the project indicators in Table 2. So, once again, if one decides to have unique family and community support indicators, you would also need to include that in the information as well.

Next slide. In addition, the applicant must also describe how it will collect at least annual data on the indicators in Tables 1 and 2 of the notice; establish clear annual goals for growth on those indictors; and report those data to the Department.

In our next webinar, we will cover much of the information around data. That next webinar, of course, is on Friday at 2 p.m., and at that time, we will go in more detail around the collection of the indicators data and also the development of systems in order to collect that information.

Next slide. So, overall, within the Promise Neighborhoods framework, there are 10 results. Five of the results are education results, and five of the results are family and community supports. Under education, the results are that children are ready for kindergarten, students' proficient in core subjects, have successful middle school to high school transitions, high school graduation, and college and career success. For the family and community supports, the results are that students are healthy, students feel safe, students live in stable communities, family and community support learning, and students have 21st century learning tools.

So there are indicators associated with the education results and family results, and those are the indicators that grantees will respond to.

Next slide. So, within the five education results, there are seven academic project-level indicators, also known as the Government Performance Results Act indicators that grantees must report on annually.

Next slide. In addition, within the five family and community support results, there are eight program-level indicators that grantees must report against annually to the Department. As I mentioned earlier, in addition to the GPRA indictors, grantees may select their own unique family and community support project-level indicators to report on. Once again, for more in-depth review of data and system requirements, please listen to the webinar this Friday at 2 p.m.

Next slide, Requirement 4. So, under Requirement 4, the applicant must describe their experience and lessons learned and how the applicant will build the capacity of its management team and project director in all of the following areas: number one, working with the neighborhood, residents, parents, and school leaders; number two, developing and launching a case management and longitudinal support data system.

Next slide. Number three, creating and strengthening formal and informal partnerships. Within that, one should have a memorandum of understanding to exchange data, hold each other accountable, and in some instances, there may be financial commitment. Number four, creation of a governance structure for neighborhood involvement and organizational accountability; and number five, integration of funding streams and leveraging resources.

These key areas that I just talked about really are some of the instances or issues that we consider when we talk about a results framework. The whole idea of creating and strengthening the partnerships and the memorandum of understanding, having a governance structure for neighborhood involvement and organizational accountability, and integration of funding streams and leveraging resources, these are all ways that we look for in the results framework.

Next slide, Requirement 5. So, as I alluded to earlier, the notion of creating and having a national evaluation is something where, quite frankly, we missed the mark, and we want to make sure that we're able to, hopefully, have a national evaluation but, at the very least, make sure that our grantees are able to establish at their level an evaluation of their project. And so, for this last requirement, the applicant must describe their commitment to work with the Department and the national evaluator or another entity designated by the Department to ensure that data collection and program design are consistent with plan as to conduct a national evaluation of the program and of specific solutions and strategies pursued by the grantees. This would include the access to data, developing an evaluation strategy, and collecting reliable and valid baseline data.

Next slide. So, in addition, as we talked about, and I just covered, all of the issues under Absolute Priority 1, Absolute Priority 2 is everything related to Absolute Priority 1, but it also includes the ability to focus on rural communities. In this Absolute Priority 2, an applicant must propose to implement all the requirements on Absolute Priority 1 and have plans to serve one or more rural communities only, and so our General Counsel covered the specific definitions earlier in the presentation. You have in front of you the definitions, but this is very important because we want to make sure that applicants that do decide to focus on rural areas understands what that means.

Similarly, next slide, for those applicants that have an interest in tribal communities, an applicant must propose to implement all the requirements of Absolute Priority 1 and plans to serve one or more Indian tribes, as defined in the notice. Once again, our General Counsel covered this definition. The definition is right in front of you, but that's also a very important point if one applicant decides to move forward and address issues related to tribal communities.

Next slide. So, once again, the Absolute Priorities are the ones that are the required priorities. The Competitive Preference Priorities are the optional. For those of you who decide to go above and beyond the Absolute Priorities, these are the priorities that are optional.

There are four Competitive Preference Priorities. These Competitive Preference Priorities are worth zero or 2 points. An applicable is able to apply to all four, but probably equally important is the applicant must identify in their project narrative section which ones they are considering, and then

the Department will not review or award points under any Competitive Preference Priority for an application that fails to clearly identify the Competitive Preference Priority or Priorities it wishes the Department to consider for purposes of earning the Competitive Preference Priority points.

Next slide. So, under Competitive Preference Priority 1, improving early learning development outcomes, for this Competitive Preference Priority, the Department will review projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade, through a focus on improving coordination and alignment among early learning and development systems and between such systems and elementary school systems. This includes coordination and alignment in supporting families and improving transition for the children along the birth-through-third-grade.

This is important. We found in the previous competitions and through our current and previous grantees that the early learning area was one of the areas that our grantees were able to accelerate. This was one of the areas that we felt we were able to get considerable results early, and the idea of this go-around, which is somewhat different, is really looking at the alignment between the early learning systems and the elementary school system. So the idea of creating better alignment between the two is something that is different this round and improving the coordination between both.

Next slide, please. So, under Competitive Preference Priority 2, for those of you who have applied before, this should look somewhat familiar. An applicant must propose to serve a geographic area that was subject to an affordable housing transformation grant pursuant to a HUD Choice neighborhood implementation or planning grant, or a HUD HOPE VI grant awarded by HUD during 2009 or later years. To be eligible, the applicant must either be able to demonstrate that it has received either of these two grants noted above or provide an MOU between the applicant and its partner that was or is a HUD recipient.

Next slide, please. Competitive Preference Priority 3. This priority is for projects designed to serve and coordinate with federally designated Promise Zones. There is a list of Promise Zone sites at hud.gov/promisezones. Each application for a Promise Neighborhood must be accompanied by a certification of consistency with the Promise Zone goals and implementation that is HUD Form 50153 signed by an authorized representative of the lead organization of a Promise Zone. So you will see that information in the application under the Federal Register. It is critically important that you submit that signed HUD Form 50153 to show that you are in alignment with the Promise Zone designee.

Next slide. So this last Competitive Preference Priority, once again, is a new area that we decided to include. It's an important area. In our previous work and through our previous and current grantees, we found that this is one area where we haven't had much success in terms of early adoption of the complete continuums of solution. So the idea of making sure that we have a number of projects that can successfully implement the high school and transition-to-college area is really important.

So, for this Competitive Preference Priority, the applicant must design projects that address one or more of the areas that increase the number and proportion of high-need students who are academically prepared for, enrolled in, or complete college or career and technical endeavors on time.

And, with that, we are ready for questions.

ANNA HINTON: Thanks, Elson. And we're also going to take questions that were submitted from the previous section, Eligibility and Requirements section. We received quite a number of questions. So please go ahead and submit your questions associated with the priorities that Elson just reviewed, and we'll begin answering some of your questions that were submitted earlier.

So one of the first questions we received, "Would an agency have to have previously secured a planning grant in order to apply for an implementation grant?" Absolutely not. So the planning grant is not a prerequisite for applying for an implementation grant. As long as the entity meets the eligibility requirements for the program as well as the subsequent program requirements, you can apply.

Next question. Yes, we will provide slides again for this presentation in the sense of a link to the slides along with transcripts, and the recorded audio version will be made available on our website.

Will the Department highlight specific studies in the What Works Clearinghouse that meets the evidence standards for on-time high school completion? No, we don't. So the idea is that applicants are supposed to find their own studies that are relevant to the strategies and solutions that they are proposing in their application, and again, I think this is important for applicants that have additional questions around our evidence requirement, what it is, and how we assess it for you to participate in on the evidence and logic model webinar that's coming up.

When will registration for the future webinars be available? As soon as possible right after this webinar—for the Friday webinar, for sure.

[Pause.]

ANNA HINTON: So one question about the strong and moderate evidence standards and definitions, those definitions are based on the Promise Neighborhoods program that—the NFP that was finalized back in 2010. Since then, they were not necessarily based on the What Works Clearinghouse standards back then, but these are old definitions that are driven by the NFP that was finalized in 2011.

There's a question about the financial resources criteria, the adequacy of resources criteria. The next section, we're going to go over the selection criteria in greater detail, so hopefully, you'll better understand what's being asked under that particular criterion then.

So there's a question about the estimated number of awards. We do anticipate making anywhere between five to seven awards.

The full match has to be—does the full match have to be committed prior to submitting an application? Yes. In your application, you need to submit evidence that you have commitment for the match requirement.

There is a question about applications, organizations that were previously funded. Is there a way to find out? So we do list on our website all of our previously funded Promise Neighborhoods grantees, the lead entities, and portions of their application, and so you may find information about the partners that those grantees have worked with in the past. That's the extent to which published information about previously awarded grants.

Is there a form used for the Intent to Apply? No. You just send an e-mail to the PromiseNeighborhoods@ed.gov e-mail address.

Sure. So we will cover the Intent to Apply later in the presentation, but initially, you just submit an e-mail letting the Department know that you're interested in applying for the Promise Neighborhoods grant, after which you will receive an e-mail from a Department of Ed representative sending you a link. And you need to complete the link in order for your Intent to Apply to be valid.

There's a question about the logic model: Are you looking for a logic model distinct from a theory of change and a theory of action? So the logic model really is meant to serve as a graphic depiction of—you can either call it your theory of change, and the notice is strong theory. And so, again, it is closely tied to—you could substitute the theory of change for the logic model.

So we will end there. The remaining questions are questions that if you refer to our Frequently Asked Questions document on our website, you should find the answers to many of the questions that you pose. Just to acknowledge, they were in the area of indirect costs, how to obtain an improved and direct cost rate. So we do have a section in our FAQ documents on that. There are some questions about the absolute priority and more detailed questions about how to—if a particular Indian tribe would be eligible under the Absolute Priority for Indian tribes as well as rural. We do have a section in the FAQ on the matching requirement that breaks down the matching requirement and what's meant by the 10 percent, and there is also a section in the FAQs on allowable activities, what you can actually spend your Promise Neighborhoods funds on.

So, with that, I will now turn it over to Adrienne Hawkins, who will talk a little bit about the selection criteria.

ADRIENNE HAWKINS: Thank you, Anna. In this section of the webinar, we plan to merely present an overview of the selection criteria. The selection criteria is sort of a rubric outlining how applications will be reviewed and the number of points an applicant can earn. For a deeper dive into

understanding each selection criteria, applicants are encouraged to participate in the Notice of Requirements webinar that is going to be held on July 26.

For this year's Promise Neighborhoods competition, some of the main selection criterion headings are consistent with previous Promise Neighborhoods competitions; however, some of the sub-criteria have changed. So you want to make sure that not only are you looking at the headings, but you want to look at the details that are associated with it.

It's also worth noting that point values are different, and we've added adequacy of resources, as Anna mentioned in her previous slides.

Next slide. Each Promise Neighborhood must demonstrate several core feature: one, significant need in the neighborhood; two, a strategy to build a continuum of solutions with strong schools at the center; and three, the organizational and relational capacity to achieve results. To ensure that applicants address these core features in their proposal, this slide outlines each of the core features with the selection criteria for the program.

For this competition, the selection criteria are taken from EDGAR and the 2011 Promise Neighborhoods NFP.

The 2016 Promise Neighborhoods implementation competition selection criteria includes the need for the project—and the max points are 15 for that area—quality of project design, up to 30 points; quality of project services, up to 20 points; quality of management plan, up to 20 points; and the adequacy of resources. The max points is 15 for that section. Under the selection criteria, applicants can score up to 100 points depending on the extent to which they address each selection criteria, and as Elson mentioned, you may also receive additional points from writing to the Competitive Preference Priority. Overall for this entire application, you can get it up to 108 points.

Next slide. The first selection criterion focuses on the applicant's need for the project. The need for the project, again, is worth 15 points or up to 15 points.

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers, number one, the magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis; number two, the extent to which the geographically defined area is or has been described; and number three, the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

So it's really important for applicants to take time to conduct an in-depth needs assessment and segmentation analysis. Please be sure that the segmentation analysis addresses the needs of the neighborhood and that your proposed project or your solutions are aligned with the needs

assessment. Your segmentation analysis should be robust, as this is where you will be assessed. So it's not merely a checkbox like, "Yeah, we did a needs assessment," "Yeah, we did a segmentation analysis, and it's in the application." Your application will be reviewed based off of how it is aligned with the need of your neighborhood.

Next slide. Quality of project design is the second selection criterion. An application may receive up to 30 points for this area. The Secretary reviews each application to determine the quality of the project design. In determining the quality of the project design of the proposed project, the Secretary considers the following factors: number one, the extent to which the applicant describes an implementation plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and career, and that will significantly increase the proportions of students in the neighborhood that are served by the complete continuum to reach scale over; number two, the extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence; number three, the extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions; number four, the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; and number five, the extent to which the proposed project is supported by strong theory.

For this selection criterion, I want to stress that though evidence is the same as in previous competitions, the review of the evidence is different. Be sure to review the definition section in the notice. There, you will find the definition of "strong theory." The definition states that strong theory means a rationale for the proposed process, product, strategy, or practice that includes a logic model. So just to piggyback on what Anna previously said, yes, you do need to include a logic model in your application. We encourage you to attend the logic model webinar on July 28th.

Next slide. The Quality of project services is the third selection criterion. It is worth 20 points. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the project services, the Secretary considers the following: number one, the likelihood that services to be provided by the proposed project will lead to improvement in achievement of students as measured against rigorous academic standards; and number two, creating formal and informal partnerships, including the alignment of visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.

So, as Elson mentioned on Slide 30, this grant supports in-school and out-of-school-time activities. In the past, we've seen an enormous amount of out-of-school-time activities, but we're really interested in seeing a little bit more for in-school support. Though traditional LEAs are not eligible

entities for the Promise Neighborhoods competition, we encourage strong relationships between the lead applicant or the lead agency and LEA. I think that that's how we will get to some of these partnerships, particularly as it relates to the LEA, and the lead applicant. So we're looking for strong partnerships coming into this process and not necessarily developing a partnership after a grant is awarded. You should already have those partnerships in place, and that information, again, as noted, in point number two, that information should be included in your memorandum of understanding as well as how you all will hold each other accountable.

Next slide. An applicant can earn up to 20 points for the quality of the management plan. Under this selection criterion, the Secretary considers the quality of the management plan for the proposed project. Here are the factors: number one, working with the neighborhood and its residents, the schools described in paragraph (2)(b) of Absolute Priority 1—that would be in the NIA—the lead LEA in which those schools are located, Federal, State, and local government leaders, and other service providers; number two, collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.

So, again, as mentioned on the previous slide, this is where the partnership with the LEA is really important. Unfortunately, you will not be able to get information that is needed for this area if you don't have that strong partnership between the lead agency and the school district, which is the LEA.

Next slide. And, lastly, adequacy of resources, this is a new selection criterion for the Promise Neighborhoods program. This section is worth up to 15 points.

The Secretary considers the adequacy of resources for the proposed project, and here are the factors: number one, the extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and number two, the extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan, the demonstrated commitment of any partners, evidence of broad support from stakeholders such as LEA, city government, other nonprofits, critical to the project's long-term success, or more than one of these types of evidence.

So, in our previous notice, as we included sustainability, but there is a desire to emphasize how the applicant, and ultimately the grantee, will sustain this work beyond the life of the grant. So we ask you to think about this now at the outset and to think about how you plan to sustain your solutions or projects, both the solutions as far as activities are concerned, but also, financially, how do you plan to sustain this work beyond the life of the Promise Neighborhoods grant.

And so, next slide, with that, we will go to our Q&A for this section.

ELSON NASH: And we will make sure to answer some of the questions from the previous round. I'm looking for some of the questions for this round of the sections, and so what I will do is I will start to answer some of the questions from the previous round and then see if there's anything related to this section that we can include.

So there were a couple of questions and/or comments around the 7/26 webinar, and once again, we will have a link for that webinar up by tomorrow. Sorry that that link was not up, but we will make sure that we get that link up for you so that we can make sure that you're able to sign up for that webinar. So, once again, look back on the ed.gov/promiseneighborhoods website for that.

We have a question: What if your high school is not a low-performing school, but the other schools in your neighborhood are low-performing or persistently low-performing schools? Does it have to be that the high school is low-performing? As mentioned earlier, that if you have a school that is not a low-performing school, that you are including in your initiatives, you must have at least a low-performing school or persistently low-performing school and it sounds like there is a persistently low-performing school or a few in what you are doing. So, hopefully, that helps to answer your question, which it sounds like you've got a number of persistently low-achieving schools in your area.

Let me see if there is another question or another series of questions that we can cover. There is obviously a significant amount of planning prior to implementation. If a community did not receive a planning grant in the past but has done some planning, are they still eligible to apply? The answer is yes, but make sure that you are able to answer to the questions and requirements within the application package or within the notice inviting applications. So we spent a significant amount of time talking about the development of the plan, making sure that one is able to address issues related to the needs assessment and segmentation analysis, so those are things that hopefully you would have done in your planning process. But you are not required to have a—or having received a planning grant.

Let's see if I can get a few more questions here. I have a couple questions related to another round of grants. Of course, we don't know if we will have another round of grants because that is contingent upon appropriations from Congress. If, in fact, we do get an appropriations once the bill is passed and we have an adequate level of funding for a new competition, we will then have a new competition.

As noted earlier, however, the new competition would be under the new legislation. So I just wanted to point that out that there would be some changes given that the program was reauthorized, and we are now officially a program within the Elementary and Secondary Ed Act.

And one more question, because I know we are pressed for time. There is a fairly long question, and the question really dealt with low-performing schools and definitions regarding low-performing schools and persistently low-performing schools. Make sure that you look at the definitions, and as noted earlier, also look to your State department of education website for the list of low-

performing and persistently low-performing schools. That will give you a clear indication of those schools in your areas.

And, with that, we are going to pass it on to Richard Kress, who will close us out. Once again, for additional questions, we will try to address them through PromiseNeighborhoods@ed.gov, and then we will also try to update the Frequently Asked Questions so that we can answer questions that are similar in nature.

Okay. Richard.

RICHARD KRESS: Thank you, Elson. Good afternoon. The peer review process.

Next slide, please. When we announced the FY2016 Promise Neighborhoods grant competition, we also put out a call for peer reviewers. We are seeking individuals with specific experience in education reform, community and youth development, strategy and policy, and grant application review. The deadline for peer reviewer applications is August 15th.

Grant applications are screened for several eligibility factors, including the Absolute Priorities, which were discussed in previous segments. They are then evaluated by a three-person, non-Federal panel. Panels are typically assigned no more than 10 applications to review. Each reviewer individually reads, evaluates, and scores their assigned applications based on selection criteria and competitive preference priorities announced in the notice and discussed previously this afternoon. The panel is given time to discuss the applications and their scores and comments. The three reviewers' scores are then averaged to create an overall application score.

Then the Department will prepare a rank order of applications for each Absolute Priority based on the evaluation of their quality by the peer reviewers according to the selection criteria and Competitive Preference Priority points.

Successful Applicants will be notified of their award by December 31st, 2016. Again, awards will be announced by December 31st, 2016.

Next slide, please. The application process overview.

Next slide, please. Though it is not mandatory, applicants are strongly encouraged to submit an Intent to Apply notification to the U.S. Department of Education by August 11th. An initial e-mail should be sent to the e-mail address PromiseNeighborhoods@ed.gov with the P in "Promise" and the "N" in "Neighborhoods" being capital and the remainder being lowercase. Afterwards, a Department of Education representative will forward a link of official Intent to Apply, where you will find a form that you will fill out.

Next slide, please. Applications for grants under this competition must be submitted electronically using the Grants.gov site. We strongly encourage you to register and apply for this competition

early. The process for registering can take an extensive amount of time, and the Department will not be able to extend the deadline for this opportunity. Please be sure to familiarize yourself with Grants.gov, the application instructions, and all necessary steps to complete the application. All applications must be submitted by September 6, 2016, at 4:30 p.m., Eastern Daylight Time.

Next slide, please. Before applying for the Promise Neighborhoods program, you need to register as an applicant associated with an organization. Registering with Grants.gov allows you to create an account and connect that account with the organization you either work for or otherwise contribute to their grant applications.

Next slide, please. An organization is an entity that submits grant applications on behalf of the group, such as a State government, nonprofit organization, or a private business. However, as mentioned previously, the eligible applicants for this program are tribal organizations, nonprofit organizations, and institutions of higher education.

Registering as an organization allows an applicant to submit a request to their organization's EBiz POC for Grants.gov roles. One of these roles is the Authorized Organization Representative, which, if authorized to you, allows you to submit applications on behalf of your organization.

Next slide, please. Please pay special attention to this. Registering for this opportunity can take up to 3 weeks. Again, it can take up to 3 weeks. As previously stated, we strongly encourage you to register early. If you have not done so already, you would want to begin the process today. Again, if you have not already done so, please begin the process today. Please do not wait until the last minute or 3 weeks out to begin this process. We know that applicants will spend a lot of time on their applications; however, this is equally important, as it determines if you are be able to submit this application for this opportunity.

There are five steps in the registration process. They are obtaining a DUNS number; second, register with SAM; three, creating a Grants.gov username and password; four, obtaining EBiz POC authorization of Grants.gov roles; and five, track role request status. Steps on how to complete the aforementioned processes are on this slide as well as listed on the Grants.gov website.

With that said, we want to highlight step two in this process. In order to submit an application through Grants.gov, all applicants must be active in the System for Award Management, also known as SAM. The SAM registration process can take approximately 7 business days but may take upwards of several weeks, depending on the completeness and accuracy of the data entered into the SAM database by an entity. Thus, if you are submitting an application under the Promise Neighborhoods competition, please allow sufficient time to obtain and register your DUNS number and TIN, which is also known as the tax identification number or taxpayer identification number. We strongly recommend that you register early.

Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application through Grants.gov.

Information about SAM is available at wwwSAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, the U.S. Department of Education prepared a SAM.gov Tip Sheet. This, you can find at the following link. It's all lowercase: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

Again, we strongly encourage you to register early within the system. If you have technical challenges, we encourage you to contact Grants.gov or the appropriate entity noted on this slide, and the appropriate entity noted on this slide is the EBiz POC of your organization.

Next slide, please. Here is a screenshot of the Grants.gov homepage. In order to get started, each applicant must log into or onto Grants.gov.

Next slide, please. Afterwards, hover over Applicants and select Organization Application Registration. Grants.gov will walk you through each step of this process to ensure that your organization is able to apply for this opportunity. Though we will not go through each screen, this information should get you started so that you can register and apply for this opportunity.

Next slide, please. To reiterate, please make sure to begin registration early, as the process may take up to 3 weeks. If you do not complete your registration by the submission deadline, it is highly unlikely the system will allow you to submit an application.

Next slide, please. Should you encounter technical challenges or if you have general questions pertaining to the application process and Grants.gov, the Grants.gov support desk is available to you, 24 hours a day, 7 days a week. The support desk is closed on Federal holidays. You may reach the support desk via e-mail at Support@Grants.gov, or you may contact Grants.gov by phone, toll free within the United States, at 1-800-518-4726. If you are calling from outside the United States, you may use the international number for Grants.gov, which is 1-606-545-5035.

Next slide, please. After you register in Grants.gov and have written your application, you will be ready to submit it. All applications must be sent prior to September 6, 2016, 4:30 p.m., Eastern Daylight Time. You should know that the system will take some time to load your application. Therefore, it would not be wise to submit your application 10 minutes before 4:30 p.m., Eastern Daylight Time, on September 6th. The reason for that is uploading applications tend to be longer than usual on the deadline date, as numerous organizations are also trying to upload theirs. Again, if your application is submitted or loaded after 4:30 p.m., Eastern Daylight Time, on September 16th, the application will not be accepted.

You may have noted there is a slide showing that has a column for successful and unsuccessful submission elements. These are things that will happen if an application is either successfully submitted or unsuccessfully submitted. The successful submission series of events include the following. First, you would receive an e-mail with a time-and-date-stamped confirmation and an assigned tracking number from Grants.gov. This happens fairly soon after you submit.

Sometime afterwards, typically within 2 business days, you should receive a validation e-mail from Grants.gov. This means the application is ready for Department pickup, the Department being us.

Applicants should receive an e-mail with their ED-assigned PR award number. Check spam and junk folders for this e-mail since it will not come from ED, and therefore, your system may not recognize it as not being junk.

The right-hand column shows the sequence of events that would occur under an unsuccessful submission of your application. You would initially receive a confirmation e-mail with a time-and-date stamp and an assigned tracking number from Grants.gov.

If the application was received after 4:30 p.m., Eastern Daylight Time, on September 16th, also known as District of Columbia time, or validation is not successful, you should receive an error e-mail. The e-mail may list the error, or you can use your tracking number to find the submission error.

Next slide, please. This slide indicates important resources that you may need to complete your application. Please review the Promise Neighborhoods websites. Also, read the full notice inviting applications, including, one, requirements; two, definitions; and three, selection criteria; and four, Competitive Preference Priorities prior to writing your application. You should also pay close attention to the Absolute Priorities, as stated previously. It is also important to review the application package, abstract narrative form, application checklist, applicant eligibility checklist, and Frequently Asked Questions prior to completing and submitting your application.

You should also make sure you link up with other webinars that will occur and refer back to this one as needed.

Next slide, please. This shows the series of webinars, including the one today.

Next slide, please. This concludes our presentation. We thank you for listening to us, and we now provide a final opportunity to providing questions. Please send them to us. Thanks again.

ELSON NASH: Thank you, Richard. So we wanted to kind of do a recap as you all are submitting questions. The reason we submitted and went over a significant period of time about the submission process and peer review process, one, so that you have an understanding that these are peer-reviewed applications, looking at the highest-scoring application, the notion that we had a couple questions that asked what if there is one or more high-scoring application from a particular area. Well, we really are looking at high-scoring applications, so that's really what we're looking for, and they are peer-reviewed.

As Richard mentioned earlier in his presentation, we are looking for peer reviewers. So we're casting the net wide—individuals with experience in place-based work, but also individuals with

experience working in school and out of school. So we have an application process. So we will look for the highest-quality peer-reviewed applicant to review these applications. We take that seriously.

We also take the submission of these applications seriously, and so that's why we spent a considerable amount of time emphasizing your need to at least open up and apply for the process early on Grants.gov and SAM. In previous competitions, we've had folks who decided to submit or at least establish their applications in Grants.gov and SAM much later in the process. They were surprised that the system basically said, "It's going to take up to 3 weeks for us to establish your application," because they never had applied for a Federal grant before. We've also had individuals who've applied before, but their application process or their application package, their information had expired, and so what you want to do is to go in and make sure that your information has not expired because, if it has, then you have to, once again, apply. And that can take up to 3 weeks. So we spent a considerable amount of time because we want to make sure that you get in there, establish an account, and that you're registered early enough to obtain an account within Grants.gov and within SAM.

The other piece that's important, we know that many of you—and these are some of the categories of questions that have come in—many of you want to register once again for the upcoming webinars. We will have that information updated on our website. At the very minimum, you have the date when this webinar is posted. You will also have links as well. We urge you to review the recording, and also, if there are any questions, go to, once again, PromiseNeighborhoods@ed.gov.

We only have a few more minutes. We have a few questions. You do not have to have a Promise Zone designation to apply for these grants. There were at least three questions about that. So you don't have to have a Promise Zone designation.

Once again, there were a number of questions around the application package, where you can input your narrative. Once again, go to the application package for instructions on how to submit information along with the appendix.

Earlier, we talked about a couple of areas that are very important for you to consider that are different from the last competition. Evidence, strong to moderate, make sure you participate in our webinar that covers evidence. That will be really important for you or consider. Also, once again, the Competitive Preference Priorities are different from the last round, so review the Competitive Preference Priorities. And, as Adrienne Hawkins reviewed, the selection criteria, make sure you aware of the selection criteria.

I am going to see if there are a couple more questions. We are running out of time, but once again, please submit those questions to PromiseNeighborhoods@ed.gov. We will also try to include those that we were not able to review.

We have a number of questions related to funding and proportionality of students. That is something that you will have to consider, and that's really something that you should be looking at

when you are considering your segmentation analysis. That's one of the reasons why we emphasize the segmentation analysis, so that you understand the numbers, how you will direct resources. So, hopefully, within your segmentation analysis, you will be able to look at proportion of funds and how you will actually segment your populations and who you are working with.

There were a couple of questions around amounts to ask for. Once again, that is really up to you. You are the ones who know what you want to ask for. We're not directing you on a specific amount. So you should leave that—that really is left up to you on how you will come up with the budget for your initiative.

There were also a couple of questions around are planning activities allowed the first year. I can tell you this. In the past, we've had grantees that may have had some planning activities. Our idea is that with implementation, you should be prepared to implement. That's not to say that you would be disqualified for having limited planning activities, but the idea is that our hope is that you come prepared to implement your grant.

I have one more area to see if I can cover, because we are just about out of time. There were a number of questions around MOUs, memorandum of understanding, trying to make sure that memorandum standing between partners and the schools, the LEAs or the school board, if they need to be in place, the idea that you need to present your best available, your best application, your best foot forward. And if that means that you need to have signed MOUs, that's something that you need to do.

So, once again, if you want to submit your application, please do, but make sure you have your best foot forward in all aspects of the application, including the MOUs.

And, with that, we are at time. I want to thank you all once again for participating in the webinar. We will post the recording. I urge you to please participate in the upcoming webinars on Friday of this week and then Tuesday and Thursday of next week. Thank you so much. Goodbye.

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